DOCUMENT RESUME

ED 076 851 AC 014 063

TITLE The Educational and Scientific Aid Programme of the Federal Republic of Germany.

NOTE 45p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *Adult Education Programs; *Developing Nations; Economic Development; Educational Programs; *Financial Support; Mass Media; Program Descriptions; Science Education; Technical Assistance

IDENTIFIERS *Federal Republic of Germany

ABSTRACT

A description is given of the various programs of adult education provided and supported by the Federal Republic of Germany for the benefit of the developing nations. (CK)

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ED 076851

FEDERAL REPUBLIC OF GERMANY

Assistance Programme to Developing Countries in the field of Adult Education

1. German development assistance in the field of adult education constitutes an integrate part of German educational and scientific aid

2. In order to better co-ordinate and further develop German activities in these fields the Government of the Federal Republic of Germany has elaborated a basic policy framework formulated as "The Educational and Scientific Aid Programme of the Federal Republic of Germany" attached hereto.

3. It will be noted from this Programme that high priority is given to measures carried out outside the formal school system, i.e. mainly in the field of adult education.

4. As regards the contents of these measures emphasis is being placed on the fact that co-operation with developing countires must be suited to these countries' needs and requirements and carried out on the basis of partnership.

5. Special regard is given to the fields of functional basic education, socio-political education, and work-oriented education. Programmes are conceived in such a way that they contribute as directly as possible to the reciptent countries' social and economic progress.

6. In order to reach as broad a section of the population as possible the application of mass media in education is given preferential support.

7. Whereas strictly technical programmes, such as the supply of equipment, are financed within the framework of technical assistance, other forms of financing such as capital aid are being examined. Special programme-centred projects in the field of adult education are, as a rule, entrusted to non-governmental institutions disposing of the necessary specialized staff.

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8. As a further attachment you will therefore find three descpriptions of projects implemented by three different German agencies:

   a) The Central American Institute of Cultural Extension (ICECU), San José, Costa Rica - sponsored through the German Adult Education Association (DVV)

   b) Educational Television in Ghana - sponsored through the Friedrich-Ebert-Foundation (FES)

   c) Promotion of Adult Education by Radio and Television in Latin America (Teleducation) - sponsored through the Institute for International Solidarity of the Konrad-Adenauer-Foundation (ISS-KAS)

The Educational and Scientific Aid Programme of the Federal Republic of Germany

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A Principles and objectives for the promotion of education and science in developing countries by the Federal Republic of Germany during the Second Development Decade

1. Fundamental aspects and objectives

The Government of the Federal Republic of Germany will base its cooperation with the developing countries in the spheres of education and science on the experience gathered during the First Development Decade and on the objectives coordinated internationally and regionally for the Second Development Decade.

The general framework for this will be the Development Policy Concept of the Federal Republic of Germany for the Second Development Decade dated 11 February 1971, the United Nations Strategy Document of 24 October 1970, the statement issued by the Federal Government on that document, and the resolutions on the Second Development Decade adopted by the 16th General Conference of UNESCO.

Judging by the experience gained during the First Development Decade, education and science will make a decisive contribution to the improvement of living conditions of the people in developing countries, to social justice and to cultural and political self-determination only if they enable people to take an active part in the work for national economic and social progress. This calls for the activation of the will for and the ability to undertake self-help, for innovation, for social integration, and for the political involvement of large segments of the population, and also for the creation of the necessary foundation for these developments in the sphere of education and science, especially through a more equitable distribution of social opportunities.

In future, all educational and scientific aid will be directed to the achievement of this aim. This field of development policy embraces all aid measures for developing countries for the establishment and extension of educational and scientific infrastructures as well as for the application

of scientific and technological advances. For this purpose, educational and scientific aid must be supplemented by measures in other fields of German policy, especially external cultural policy, cooperation in the field of science and technology, and also educational and scientific policy in the Federal Republic of Germany.

2. Principles of educational and scientific aid

The measures of educational and scientific aid to be implemented within the framework of the country-related aid programmes are based on the following principles.

2.1. Specific solutions are required for the advancement of education and science in the developing countries.

Efforts to change the function and structure of education are being made all over the world. Both industrial countries and developing countries are faced with the need for life-long learning, a flexible adjustment of the educational system to changing social and economic tasks, as well as for new curricula and teaching methods. This creates new possibilities for their cooperation but at the same time increases the risk of transferring to the developing countries solutions which are not suited to their requirements. Cooperation on the basis of partnership therefore requires us to be both conscious of our own situation and at the same time prepared to help resolve the problems peculiar to the developing countries.

2.2. Existing educational systems, their development tendencies, and the institutions and other organizations responsible for them should first be analysed before any decisions are taken with regard to country-related educational and scientific aid programmes. In this connection it should be borne in mind that educational and scientific aid can help consolidate an existing educational system and its socio-political results as well as change it.

2.3. The primary aim of educational aid measures should be to assist the developing countries in the preparation, introduction and implementation of reforms which will make for a better adaptation of education to the needs of the working and social environment. This applies in particular to measures envisaging a functional and developable basic education for the mass of children who up to now have been excluded from formal schooling or received only inadequate instruction especially in rural regions, and which are capable of giving education an occupation-oriented complexion.

2.4. Scientific aid should concentrate on the study of problems which stand in the way of economic and social progress. By rendering assistance for scientific and technological services, the results of research can be more widely applied for development purposes.

2.5. Especially important are measures to assist developing countries in the better utilization of their funds and facilities for educational and scientific purposes, in the development of low-cost procedures and techniques which will make an impact on the masses, and in the rationalization of new investments in these fields. By these means educational and scientific aid is intended to help improve the financial basis of developing countries for innovation and reform in spite of the heavy cost of the existing educational system. This presupposes that educational and scientific aid itself will be concentrated only on projects and procedures whose long-term costs - especially where they are applied on a large scale - will be within the financial resources of the developing countries and show a particularly favourable cost/benefit ratio in comparison with other projects and measures.

2.6. The purpose of educational and scientific aid should be to help reduce the dependence of many developing countries on foreign models, supplies and contributions in these fields and to prevent the emergence of dependence in other respects which could be the case, for instance, where the educational technologies of industrial countries are transferred without due consideration. This can be made possible by providing assistance for the development of educational and scientific infrastructures in developing countries - as, for instance, teacher training, the production of teaching aids, and information -, by improving access to the results of research and development and by affording aid on terms which take into account the level of development and economic capabilities of the developing countries.

2.7. With all measures of educational and scientific aid, care should be taken to ensure that they do not contribute towards a brain drain to the detriment of the developing countries. This applies in particular to the basic and advanced training of people from developing countries in the Federal Republic of Germany.

2.8. Future educational and scientific aid will be concentrated more on sectoral and regional projects and programmes as partial contributions to the implementation of development plans in the fields of education and science.

2.9. Non-governmental institutions are providing increasing educational and scientific aid with government support. Cooperation with them is based on the principles outlined in paragraphs 2.1. to 2.8. above.

These principles will be developed further as a result of the constant review of interim results during the Second Development Decade and through exchanges of experiences with the developing countries, the international organizations, and the non-governmental educational and scientific aid organizations.

3. Making allowance for development policy considerations in the pursuit of external cultural policy and in the course of cooperation in the field of science and technology

Cooperation with the developing countries in the sphere of education and science is carried out within the framework of development assistance, external cultural activities, and, especially with some of the more advanced developing countries, in the field of science and technology. By their nature, external cultural policy and cooperation in the field of science and technology are practiced with countries anywhere in the world; educational and scientific aid is not intended to take their place. It rather is, notwithstanding the fields in which both are involved, a specific form of cooperation with developing countries which also creates or increases the possibilities for mutual exchanges.

A country's level of development and its educational system influence the decision as to the nature of the cooperation with it.

The recipient countries want German contributions to have as broad a development effect as possible. This is also in the German interest. Consequently, the departments concerned are in close cooperation and it is necessary to give as much consideration as possible to development policy aspects, especially in the fields of external cultural policy and cooperation in the field of science and technology. External cultural policy makes allowance for such considerations in that its instruments and measures - fellowship programmes, teacher exchange schemes, language courses, and the functions of the Goethe Institutes - are oriented to the needs of the developing countries. German schools abroad should put forward their own suggestions for the development of curricula and teaching methods commensurate with the needs of the country concerned, as well as take part in the further training of teachers. Their range of activity will be widened by the introduction of occupation-oriented subjects in the syllabus, which is another development policy criterion.

Cooperation in the field of science and technology involves joint efforts between partners with common interests in selected fields of science on a comparable level of development. Allowance is made for development policy in that in determining the fields of main emphasis and the individual measures, the priorities of overall development in the partner country and also of German development policy are taken into consideration. Care is taken to ensure that those personnel and material resources of the developing countries which are urgently required for development purposes, are not excessively engaged in such cooperation measures.

B Concentration of educational and scientific aid

1. Educational aid

Taking into account international thinking on priorities and the experience gained todate, educational aid during the Second Development Decade will be concentrated on functional basic education, initial and further occupational training, educational planning and services in support of education. These areas of concentration have been selected in order to establish closer links between the various fields of school and out-of-school youth and adult education which hitherto have been to a larger extent unrelated.

1.1. Functional basic education

Functional basic education is directed at children of school age and adults who have had no educational opportunities. Efforts to widen the scope of education and to improve the types of courses for these groups will be necessary to meet the demands of the people in developing countries and to serve the aims of most governments. In this respect it will be essential to impart and widen basic practical and environment-related knowledge, to make people aware of their situation and problems, and to strengthen the will and the capacity of individuals and groups to improve their situation by means of self-help. The means best suitable to achieve

this long-term objective will differ from country to country. They will include efforts to replace existing educational systems which benefit the privileged few, or to modify them, in such a way that they afford guidance to people of all age groups as well as opportunities to acquire knowledge and skills and to find their place in society, perhaps in the form of multi-functional education and social centres.

The German Federal Government will give preferential support to measures carried out by institutions and groups outside the formal school system and aimed at providing a large number of people with practical and environment-related basic knowledge. Such institutions may include youth organizations, volunteer services and self-help organizations. In addition, the Federal Government will seek to promote the use of modern communication media, where possible on an international basis, with a view to reaching as broad a section of the population as possible in this field.

As part of its effort to widen the scope of functional basic education, the Federal Government will intensify its aid for the reform of primary education proceeding from the approaches found feasible so far. For this purpose it will send out teams of advisers and will help to establish educational centres at national or regional level. It will be preferable for the groups and centres to concentrate their efforts on helping in the following activities: conducting experiments to link up and integrate basic education programmes for children and adults, developing curricula and instruction techniques oriented to their working and social environment, improving teacher training and building up documentation services. These measures can be enlarged and drawn up into a programme for the preparation or implementation of reforms.

1.2. Socio-political education

The ability to cope with social change in the developing countries presupposes an understanding of socio-economic relationships as well as involvement in the nation's social development. It is proposed to provide more assistance for measures of socio-political education.

Of special importance in this respect are projects for the training of top-level personnel of groups and organizations which can be expected to exercise influence on the solution of existing socio-political problems. These include political parties, trade unions, cooperatives, farmers' associations and farm workers organizations, employers' associations, women's , teachers', youth and student organizations, as well as the administrative authorities and information media.

The purpose of such education measures should not be to transfer to the developing countries ready-made models for the organization of society but to help them to find their way and to make a decision. The methods used and their actual content must be determined by the developing countries themselves.

1.3. Occupational education

Measures for the promotion of occupational education should generally be implemented in the developing countries. Any basic or advanced training courses arranged in the Federal Republic of Germany will, therefore, be of a mainly supplementary nature. This aspect will be taken into account in the distribution of available funds.

The sectors where assistance will be given for such measures will be determined in agreement with the developing countries within the framework of the country-related aid programmes. The criteria will be: the demand for skilled labour oriented to employment, growth and

social policy objectives, the prospects for their integration into the economic and social life of the country, as well as structural requirements within the education system. Occupational education aid will be closely linked with the development of the sector for which it is intended. School and out-of-school courses will be largely integrated with each other.

In rural regions greater priority will given to training and advanced training for the promotion of the agricultural, trade and industry, and public health sectors. For this purpose, special forms of assistance are to be devised on the basis of appropriate preliminary studies of socio-cultural conditions and the possibilities of social, economic and technological development in such regions. The aim should be to have various activities conducted by one centre, for example the development and testing of appropriate technologies and equipment in the industrial and agricultural sectors, initial and advanced training courses, as well as advisory activities and material aid.

In view of the need to give continuous support for systems of occupational education that are adequate to the needs of development policy, the most important form of assistance within regions with a large degree of industrialization are multi-functional projects incorporating different but mutually related activities. These include: school and non-school training courses taking in apprentices from different establishments, theoretical instruction running parallel to on-the-job training, opportunities for advanced occupational training, guidance on the organization of on-the-job training, with regard to the application of statutory provisions, the analysis of occupational structures, and the development of training aids. Such measures can also be supplemented by assistance in the preparation of appropriate programmes.

The choice and combination of such measures depends on the priorities envisaged in the development plan, the level of development attained by the country concerned, and the characteristics of its school or out-of-school occupational training system.

With regard to occupational training at institutions of higher learning in developing countries, it is proposed to concentrate aid on reform measures aimed at the better utilization and improvement of existing institutions. In the future there will be a stronger inclination towards cooperation in the development of existing institutions for the training of graduates and in advising such institutions on the application of aid intended for research and further training purposes. Assistance for establishments providing basic professional training will, taking into account the level of development and the available capacities, only be continued if there is a proven need for specialized personnel in sectors of special importance to the nation's economic and social development.

Partnership between institutions of higher education in the Federal Republic of Germany and the developing countries will continue to be a preferred form of cooperation. Here, the individual measures and their aims must be exactly defined and planned in the light of their relevance for development policy. Cooperation among several German universities on one project will assume greater importance than hitherto and should be facilitated by the improvement of administrative arrangements on the federal and state levels. The creation of comprehensive universities in the Federal Republic of Germany will widen the scope for cooperation with universities in developing countries.

1.4. Educational planning and research

Educational planning and research in developing countries are to receive more support than hitherto, that is, to the extent that the Federal Republic of Germany can increase the number of personnel who have knowledge and experience of the specific problems facing developing countries in the educational sphere. Consequently, such assistance will first be concentrated on functional basic education and initial and advanced occupational training, using the line of approach presently taken in the Federal Republic of Germany. This includes more intensive support for developing countries to enable them to build-up the occupational advisory services they need so much to ensure greater synchronization of training and labour market requirements and at the same time to improve the integration of trained labour into the economic process.

1.5. Educational services

Services for education - such as the building of educational establishments, the provision of teaching and learning aids - are the prerequisite to qualitative and quantitative improvements and for ensuring the dependence and autonomous character of the education system in developing countries. Assistance in this field will be intensified. Taking into account the available capacities in the Federal Republic of Germany, this will include, in addition to measures introduced to improve curricula and courses of training as part of multi-purpose projects at different levels in different sectors of education, concentrated promotional measures for the development, testing and use of mass media and the provision of teaching aids.

The Federal Government intends to step up its assistance for the application of mass media in education, especially for courses of training outside the traditional school system.

However, there are only limited possibilities of using mass media in the educational process without the development of appropriate infrastructure. In this field, therefore, it is particularly important to examine whether the projects envisaged will provide courses which enable broad sections of the population to educate themselves with appropriate guidance. Decisions regarding the choice and combinations of media must be made only after very careful consideration of the cost/benefit ratio. The preparation of syllabuses adapted to socio-cultural and educational requirements in the developing countries will have to be promoted primarily at inter-disciplinary centres on a regional basis and in international cooperation, partly on account of the high cost.

In the Federal Government's view, it is particularly important to encourage production of text books and teaching aids in the developing countries themselves and also to help with related development and training problems. The purpose of these measures is to reduce the dependence of these countries on imports and to improve the supply of teaching aids according to requirements.

2. Scientific aid

Scientific aid will be concentrated on research establishments and projects as well as technico-scientific services in fields of particularly high priority for economic and social development.

2.1. Research

The German Federal Government will continue to give preferential support to applied research in developing countries. It is prepared during the Second Development Decade to promote, in addition, basic scientific research into the solution of problems significant for regional or supra-regional development policies. This will be a new form of activity within the framework of German development aid. It will first and foremost consider

paticipating in the promotion of scientific institutes and of joint research projects in the developing countries themselves, preferably on the basis of international plans and agreements. In individual cases it will be necessary to examine whether the building of new institutes or the extension of the existing ones is the better prospect, and whether the conditions for the application of the results of such research already exist or can be created.

2.2. Technico-scientific services and institutions

Scientific and technological services as well as support for institutions promoting the application of science and technology will continue to be an area of main emphasis for German technical assistance in the Second Development Decade. Without such services and institutions it is not possible to develop and apply science and technology. The measures carried out so far, such as the promotion of geological services or the establishment of institutions for the application of the results of scientific research, should be supplemented by new activities such as participation in the build-up of documentation services, scientific libraries and statistical services.

C Instruments of educational and scientific aid

The instruments of educational and scientific aid are personnel and financial aid. Where necessary they should be combined, a question which should be taken into account when preparing country-related aid programmes and planning individual projects.

1. Personnel aid

1.1. Home-based personnel/Private contract specialists

Personnel employed within the framework of aid programmes in developing countries may be home-based experts employed and seconded by the Federal Government or private contract specialists engaged by a developing country. The principles governing assistance with regard to both these categories have to be coordinated.

Private contract specialists, that is, personnel engaged by the developing country itself and receiving supplementary grants known as "topping" from German public funds, will for the most part fill teaching appointments and posts in scientific institutions. The developing countries should not be expected to provide more for them in payment and in kind than for indigenous personnel in comparable positions. For this purpose the supplementary grants they are given should be such as to place them in a situation comparable to that of home-based personnel, both in terms of their material reward and social security. This can be achieved most effectively by concluding supplementary contracts.

Personnel seconded under contract with the appropriate German authorities is to carry out above all advisory activities, studies, and assignments which also involve the initial or further training of counterparts. The aim of this is to ensure that German specialists will not occupy posts in developing countries which should be reserved to local specialists so that responsibility can eventually be transferred to them as quickly as possible.

The conditions of employment and assistance for German personnel employed within the framework of educational and scientific aid, external cultural policy, and cooperation in the field of science and technology, should be harmonized as far as possible, taking into account any special circumstances and individual and professional differences. Greater use will in future be made of the facilities of the German Foundation for the Developing Countries in preparing these personnel for their assignments abroad.

1.2. Fellowship programmes

The aim of the fellowship programmes financed from Federal Government funds for the initial and advanced training of nationals of developing countries is to

improve the conditions for the economic and social advancement of the developing countries by means of specific training measures serving the requirements of selected sectors and institutions, and to speed up the replacement of German personnel.

These programmes should be coordinated as regards their sectoral and functional aspects. This will therefore require a clear division of responsibilities among the institutions concerned. The effects of educational reform in the Federal Republic of Germany - especially in the academic sphere - on the existing institutional structure should be heeded in good time. The fellowships offered by individual institutions should be standardized as far as possible. This also applies to their actual value. Here, allowance should be made for any changes in the cost of living in the Federal Republic of Germany.

Fellowships may be awarded for initial or further training of nationals of developing countries in the Federal Republic of Germany, in third countries, or in their native countries. The choice of the place of training will depend on the ultimate aim and on the nature of the course of training.

Fellowships for advanced training in the Federal Republic of Germany will be more strongly oriented to the needs of institutions and sectors in developing countries that are important from the development policy aspects. Assistance for initial academic or occupational training in the Federal Republic of Germany should only be granted if there are no possibilities for such training in the applicant's native country or region. Non-academic training programmes are meant mainly for top-level specialists. In the future there will be greater diversification according to specialized fields and qualifications. The centres of the German Foundation for the Developing Countries and the training centres for

television, radio broadcasting and export promotion have been established for this purpose. The question to be considered is whether the Federal Republic of Germany should have additional educational establishments to meet the advanced training requirements of the developing countries. In the same way, proposals will be made for the setting up of special advanced academic training centres and programmes in collaboration with the Federal Laender and at the universities, making allowance for similar institutions in other countries, and designed to cope with the priority requirements of developing countries.

Sur-place and third country fellowship programmes, which up to now have been concentrated sectorally on the academic sphere and regionally on Africa, are an alternative and supplement of growing importance to the fellowship programmes implemented in the Federal Republic of Germany. It is proposed to widen their regional scope to include other, especially non-academic, spheres. In this connection the training must be oriented to requirements and, in the case of third country programmes, be recognized in the student's native country. Selection of students and the success of training must be verifiable. The aim will be to create links between such programmes and educational and scientific institutions promoted with German aid or serving a regional function.

Students should receive professional follow-up care upon returning to their native countries. For this purpose cooperation between fellowship organizations and the Goethe Institute will be intensified (e.g. by providing better information on students from developing countries in the Federal Republic of Germany).

2. Financial aid

Apart from financing teaching aids and the supply of equipment within the framework of technical assistance, the Federal Government will in future also provide capital aid for investment in education and science, which may include scientific equipment, experimental and model schools, teacher

training and further training centres, and establishments manufacturing teaching aids and materials.

The purpose of such capital aid should be to help develop and test innovations, to make it possible to carry out reforms - especially with a view to making better use of available resources in education and science - to reduce the dependence of developing countries on foreign contributions and supplies and to expand training opportunities in those sectors that are of special importance for the country's overall economic development. In deciding such capital aid measures, each individual case must be considered with regard to the general state of development and also the balance of payments situation of the country concerned.

The effect of such capital aid measures in these fields can be increased by closely linking them with instruments of technical assistance. It will depend for the most part on the level of development of the country concerned which combination should be used. It will therefore have to be decided on a case-by-case basis. If the personnel, administrative and financial structures of the developing country are highly effective, capital aid can also be provided in selected regions under sectoral and sub-sectoral programmes without the services of German experts being necessary.

D Planning, coordination and agencies of educational and scientific aid in the Federal Republic of Germany

1. Cooperation between the Federal Government and the Laender Governments.

Cooperation between the Federal Government and the Laender governments in the field of educational and scientific aid has proved successful. It will be continued and intensified on the same basis, especially through the joint federal and state committee for development aid and the contact group between the Federal Ministry for Economic Cooperation and the Standing Conference of Ministers of Education. In this connection particular importance will be attached to cooperation in the implementation of the programme of initial and

further training for specialists and top-level personnel from developing countries - especially as regards the provision or promotion of training facilities by the state governments in the question of the recognition of foreign and German school leaving certificates and academic degrees, in the promotion of university partnerships, assistance to foreign students in Germany, and the recruitment of German personnel for occupational training, educational planning and educational administration.

In addition, appropriate arrangements are to be made with a view to ensuring that assignments within the framework of educational and scientific aid programmes in developing countries will be at least equal to appointments in the German educational system in terms of promotion and social security, and that uniform regulations will be created regarding the provision of additional posts for specific purposes. Laender governments, local authorities and universities should be constantly informed about the probable total requirement of German personnel for cooperation assignments with developing countries in the field of education and science so that they will be in a better position to make the necessary administrative arrangements for their temporary release from their regular positions.

2. Planning and coordination

The type, scope, instruments and conditions of public educational and scientific aid as well as their implementing measures are governed by the country-related aid programmes that are drawn up in consultation with the developing countries.

The main criteria for the projects and programmes of educational and scientific aid under country-related programmes are: their contribution to the removal of the principal social and economic bottlenecks in the developing country concerned, the efforts deployed by the partners, the help provided by other countries and international organizations, as well as

the specialized personnel, technical and organizational resources at the disposal of governmental and non-governmental development aid agencies in the Federal Republic of Germany.

Measures related to development as well as larger-scale projects in the spheres of external cultural policy and co-operation in the field of science and technology should be coordinated with country-related aid programmes. Furthermore, the conditions should be created for ensuring that educational and scientific aid measures which are limited in point of time can be continued and supplemented under the above-mentioned forms of aid if the countries concerned are interested.

3. Agencies of educational and scientific aid

The criteria for the selection of sponsoring institutions and their support are above all their professional and organizational competence as well as their willingness and ability to cooperate with the sectorally most effective agencies in the developing countries.

Official development aid measures for functional basic education and occupational training will continue to be implemented on the basis of the existing organizational arrangements. The Central Agency for German Schools abroad will help to recruit personnel for these fields. It will in particular be involved in the execution of general education school projects that are directly connected with aid for German schools abroad within the framework of external cultural policy. The Federal Ministry for Economic Cooperation can also provide the Agency with limited funds with which to support initiatives by German schools abroad which serve the aims of development policy.

The work of administering official development aid in the scientific field will be streamlined. The German Academic Exchange Service should be made the central organization for the execution of fellowship programmes within the framework of university partnerships and other projects as well as sur-place and third country fellowship programmes. If necessary

its administrative capacity should be enlarged. Individual German scientists and scholars intended for longer-term teaching and research assignments at scientific institutions in the developing countries which do not fall within the category of larger projects usually involving a combination of measures, or projects involving scientific and technological cooperation, will in future only be arranged by the liaison office for German scientists of the German Academic Exchange Service. In connection with the execution of sectoral programmes, the Exchange Service (including the liaison office) may obtain funds from the Federal Ministry for Economic Cooperation for the placement of personnel and the award of fellowships.

The participation of non-governmental organizations as the sponsors of official development aid measures in the fields of functional basic and vocational education depends on the nature of the co-sponsors in the developing countries and on the sections of the population the project is aimed at. The implementation of projects agreed by the two governments can also be entrusted to non-governmental organizations in the Federal Republic of Germany.

Cooperation with non-governmental institutions which - like the Churches and the political foundations - plan and execute their projects under their own responsibility, is to be further intensified, especially on the basis of country-related aid programmes, by means of a constant exchange of views on the objectives, areas of main emphasis and the criteria for governmental and non-governmental measures.

Owing to the growing importance of the mass media, the Federal Ministry for Economic Cooperation intends to examine the possibilities of closer cooperation among all competent governmental and non-governmental organizations in the planning and execution of measures in this field.

E International cooperation

In keeping with the principles set out in the Development Policy Concept of the Federal Republic of Germany for the Second Development Decade, the Federal Government will continue to orient its educational and scientific aid, both sectoral and regional, to multilateral aims and priorities, and as far as possible coordinate the planning and execution of individual measures with the appropriate international organizations and their projects. This also applies with the regard to the activities of the European Economic Community in this field.

1. Cooperation on fundamental sectoral questions

Determining and reviewing the priorities and nature of cooperation regarding educational and scientific aid is now only possible on the basis of an international exchange of information and experiences, and by means of jointly prepared sectoral strategies. The Federal Government welcomes in particular the resolutions adopted at the 16th General Conference of UNESCO for the drawing up of longer-term programmes and international sectoral strategies, as well as the intention to have them regularly reviewed and extended. It is convinced that the planning and execution of these programmes will not be successful unless they are conducted on a regional basis and in consultation with the developing countries and the Specialized Agencies of the United Nations. The outcome of their review at the 19th General Conference of UNESCO in 1976 will be taken into account when the Federal Government's programme of educational and scientific aid comes up for review.

The Federal Government also believes that the World Plan of Action drawn up by the Advisory Group of the United Nations for the application of science and technology to development will provide useful guidance for improving environment-oriented infrastructure for science and technology in the developing countries and for cooperation in this field. In cooperation with scientific organizations in the Federal Republic of Germany, it will carefully examine the far-reaching proposals contained in this plan and as far as

possible take into account the qualitative aims it contains in its scientific cooperation with the developing countries. In its opinion it would be useful to have this plan and related questions intensively discussed by the OECD Development Assistance Committee and the Science Policy Committee.

2. Cooperation in the execution of aid programmes

Apart from closer cooperation on fundamental questions, new forms of bilateral and multilateral joint effort have to be developed at the project level. During the Second Development Decade, aid programmes and individual projects for developing countries and regions planned or coordinated on an international scale will also assume increasing importance as a basis for bilateral development policy in the field of education and science. The Federal Government is prepared to make allowance for such initiatives when preparing its country-related aid programmes. Within the framework of its sectoral educational and scientific aid programmes it will participate in larger joint projects involving one or several multilateral and bilateral agencies by taking over exactly defined projects and programmes, in so far as these are in keeping with the aims and possibilities of developing countries and are planned and executed with their active participation. The Federal Government is also prepared to contribute bilateral projects to multilateral programmes if the developing country concerned so desires. This applies in particular to follow-up and supplementary measures.

The Federal Government intends in future to make available, in individual cases, to the agencies of the United Nations, in addition to its regular contributions, special grants (so-called trustee funds) for projects which have been given a high priority grade in multilateral technical assistance programmes and which the Federal Republic of Germany does not have enough organizational capacity of its own to promote. In this respect it starts from the assumption that the projects financed from these voluntary special contributions will be incorporated in the integrated country programming of the United Nations Development Programme (UNDP).

Improved coordination of policy and closer integration of bilateral and multilateral aid in the educational and scientific sectors presupposes intensive cooperation between the Federal Government and the appropriate institutions of the United Nations system, as well as closer coordination at country level.

The consultations with the UNESCO and the measures introduced since 1970 with a view to achieving this objective will be continued and when necessary extended on the basis of closer inter-ministerial coordination with the participation of the German UNESCO Commission and competent non-governmental organizations such as the German Foundation for the Developing Countries.

F Development policy considerations in the promotion of education and science in the Federal Republic of Germany

The Federal Government feels that in the planning and development of education and science in the Federal Republic of Germany, the conditions for closer cooperation with the developing countries should be improved, with priority being given to the following tasks: disseminating among young people more knowledge and information about political, social and economic developments in the Third World; better study conditions in the Federal Republic of Germany for nationals of developing countries; obviating the brain drain from the developing countries; the initial and advanced training of German personnel for service where there is an acute shortage of personnel assistance; more consideration by German research for matters of special importance for development policy, also with regard to the development of new teaching and learning processes - perhaps in cooperation with German industry.

1. School and the developing countries

Before people can be made more aware of their social responsibility for improving conditions in the developing countries and for development policy they must have the knowledge, the understanding and the sense of judgement.

Part of the task of equipping them with these tools falls to the schools and the universities. How they fulfil this task largely depends on the extent and nature of training and further training for teachers and on curricula and teaching aids. The Federal Government attaches particular importance to close cooperation with the German Laender in this field, especially within the contact group between the Federal Ministry for Economic Cooperation and the Standing Conference of Ministers of Education. It is prepared to help improve the present situation through its public relations work and by placing research projects with public and private organizations.

2. Students from developing countries in the Federal Republic of Germany

According to the estimates of the Science Council, the proportion of foreign students at German universities during the seventies will be about 10 per cent. Most of these will be from developing countries. In the Federal Government's view, it would be more meaningful from the point of view of development policy if only students having already successfully completed their basic course of academic study were to come to the Federal Republic of Germany for supplementary training, research work or specialization to the extent that such further training is required and recognized in their native countries.

However, this does not relieve any of the competent authorities of their responsibility for helping many of the students from developing countries to overcome the special difficulties with which they are confronted at universities in the Federal Republic of Germany. Certain matters which have been raised quite often have up to now received only inadequate attention in practice; they include the build-up of a tutoring programme, improved accommodation, German language instruction adapted to study requirements, special courses of study more closely adapted to the needs of the developing countries, as well as the establishment of more agencies tending to the needs of

foreign students. The Federal Government recommends both the Science Council and the joint educational planning group of the Federal Government and the Laender to give their attention to these matters. In this connection it should be remembered that long courses of study may make the student less inclined to return to his home country. The Federal Government is for its part prepared to participate in the financing of a tutoring programme with development aid funds.

3. Reducing the brain drain from developing countries

Suitable measure are to be introduced to prevent as far as possible the enticement of qualified personnel from developing countries and to ensure that they do not remain in the Federal Republic because of the better working and living conditions.

In deciding on the admission or the duration of stay of students from developing countries, account should be taken of the fact that a recognized course of professional training completed within a reasonable period is in the interest of thei countries. Courses should in future be adapted more to the specific requirements of the developing countries, in which respect it may be useful to offer advice as to the course of studies most suited for the future work at home.

Students can be permitted to carry on a professional activity for a limited period of time after their studies in the Federal Republic of Germany since this will enhance the chances of their qualifications being accepted and thus facilitate their return home, but this should not lead to a prolonged stay. The Federal Government will consider the question, also within the framework of its development aid, how to facilitate the return of students to their home countries. A programme has already been started for Turkish employees under which those wanting to return home train to qualify as master craftsmen so that they can take up middle-level posts in Turkish industry or qualify for loans and advice

on the setting up of small and medium-sized enterprises. Similarly, the Federal Government is planning in collaboration with the Federal Office of Labour, among other things, a system by which such skilled workers can be helped to obtain in their native countries jobs for which they have been qualified.

4. The prerequisites for personnel aid

During the Second Development Decade a growing number of developing countries will be needing more personnel assistance, with demand in the field of education and science probably being concentrated on higher qualified technical specialists with professional experience in the developing countries. In order to meet this demand it will be necessary in the further development of the German education system, especially within the framework of the joint educational planning group, to find long-term solutions by enlarging the existing institutions and possibly building new ones.

5. Promotion of research

A growing number of university institutes, large-scale research institutes and the Max Planck Society, as well as various government research centres, include in their research programmes the study of those problems that are of importance to the developing countries or to the Federal Government's development policy. This embraces region-oriented development research as well as sectoral studies carried out within the framework of basic and applied research. This work is supported as part of general research promotion by the German Research Association, private individual foundations, and by means of contracts by government departments for specific tasks, but up to now assistance has been limited and granted according to different aims and criteria.

The Federal Government considers that research promotion for the solution of major problems for the developing countries in the Federal Republic of Germany, if coordinated on an international basis, will supplement measures of educational and scientific aid as well as cooperation in the field of science and technology and should therefore be rated as highly as the support given to concentrated and specialized programmes in other sectors. It will therefore give more consideration to development policy criteria within the scope of its research planning and policy. This includes improved regional and sectoral coordination of current research projects, their programmed execution by fixing priorities in sectors still to be chosen and, as required, the extension of specialized institutions in, say, educational planning and research.

During the first half of the Second Development Decade the Federal Government will consider whether, in the preparation of a programme of research on selected development problems, the present areas of emphasis cannot be increased. It will ask the Science Council as well as the German Research Association and the Max Planck Society to submit their views and make proposals taking into account the recommendations of the Advisory Committee of the United Nations for the application of science and technology to development, and the proposals worked out in the OECD. It will set out its views and the results of its assistance measures in its reports on research developments.

Instituto Centroamericano de Extension de la Cultura
Central American Institute for Cultural Extension
San José / Costa Rica

On October 19th, 1963, the Parliament of Costa Rica established by unanimous decision the Central American Institute for Cultural Extension in San José/Costa Rica.

The purpose of the Institute is to impart education and knowledge to young people and adults of all social classes. Those social strata which had no or only few possibilities of regular school education should, therewith, be particularly addressed. This was also in accordance with the principles of UNESCO.

The activities of the ICECU correspond closely to the "Development Policy Concept of the Federal Republic of Germany for the Second Development Decade" (Bonn, February 1971) and to the "Educational and Scientific Aid Program of the FRG", a statement which was issued by the Federal Government in December 1971. In accordance with the principles of the Federal Government, the German Adult Education Association was, therefore, put in charge of the Institute as a responsible body. The Government of the FRG is supporting the ICECU financially to a wide extent.

The Program of the ICECU

A. Mass-media (radio and television)

1. Radio program "Escuela para Todos " (School for Everybody)

With its radio program, the ICECU is in close contact with its listeners. A great deal of the Institute's schedule is dedicated to reply to listeners' questions. Since the first October 1964, the program has been broadcasted 6 times a week. On two days of the week lectures are broadcast of which one is part of a course of lectures on a certain topic related to the practical needs and wishes of the rural population. The radio program of the ICECU has been broadcast daily via 44 broadcasting corporations in the six countries of Central America. By local radio stations the programs of the ICECU are also spread in the vernacular Indian languages.

2. Educational Program for the Formal School System

In collaboration with the Ministry of Education of Costa Rica the ICECU has elaborated a special program for schools. Twice a week the tuition is undertaken by means of a radio lecture about which the teachers get a guide in advance.

3. Television Program

The TV-sets are still too expensive. Television cannot be regarded as a mass-media for remote areas in Central America. In addition, there is no sufficient electricity supply in most of the rural areas. Nevertheless the ICECU has undertaken first steps to gain experience in this field through experimental broadcastings so as to keep up with most recent developments in the field of audio-visual aids and with a view to have the disadvantaged rural population benefit from it.

B. Reading Material

1. Almanac for the Population in Rural Areas

Since 1966, an almanac has been published for the people in rural areas who have already learned to read and write. Bearing in mind that every second family of Costa Rica possesses this almanac, it becomes obvious what important gap has been filled by this comprehensive reading material. One of the decisive reasons for the high percentage of neo-illiterates in developing countries is the fact that follow-up literature is widely missing. Thus, the next issue of the almanac is planned with 400 000 copies. Also the other neighbouring Latin American countries benefit from the almanac but relate it functionally to their environments. In many of the formal schools in Central America the almanac has been utilized as an official reading book.

2. Handbooks for Practical Work

The handbooks for practical work have been issued consecutively, demonstrating, with a short text and detailed drawings, the basic skills of handicrafts. Thus, a handbook each for furniture - and construction joiners have been issued in collaboration with the Institute of Vocational Training.

3. Slide Series and Film Shows

The ICECU has also developed a variety of slide series and films. Especially for the slide series a low cost battery-operated projector has been developed. Thus, the emphasis is put on the functional slide series to be demonstrated in rural areas. Slides have proved pedagogically adequate and more efficient than films for educational work with neo-literates in rural areas.

4. Posters and Wallpapers for the Schools

A new attempt has been undertaken to help the rural schools in their difficult tasks to impart knowledge and education to young people and adults. Sets with posters and wallpapers on 24 topics are distributed three times a year to rural schools.

5. Technical Model Exhibition

In cooperation with the "German Museum" at Munich and the German Adult Education Association, the German industry donated a mobile technical model collection to the ICECU. These models and posters impart understanding of important physical and chemical procedures also to people with limited formal school education.

C. Seminar for Theory and Praxis of Adult Education

There is still a great shortage of well-trained personnel. for the development of an effective adult education system. Adult education activities are to a large extent relying on school teachers. Formal education and adult education, nevertheless, are different types of education with different target groups, different curricula and methods. Therefore, in order to strengthen the very few institutions for the training of adult educators, a Seminar for Theory and Praxis of Adult Education has been attached to the ICECU.

Already between 1965 to 1968, about 70 educators of Central America have been trained in one year's seminars on adult education in the Federal Republic of Germany. Teachers of the 6 countries of Central America, Panama and Colombia participated in the undertaking. Since 1969, the ICECU has taken over this task. Adult educators coming from Venezuela, Peru, Paraguay, Chile, Ecuador, Brazil and Haiti have been trained during the last years.

Here, main emphasis has been put on adult education, particularly in the fields of community development, functional literacy, fundamental education, youth and women's education.

8 th June 1972

Educational Television in Ghana

Project of Friedrich-Ebert-Stiftung, Bonn-Bad Godesberg

Anyone at present undertaking the task of according, in the developing countries, to television the rule of an instrument of education and culture, and of advocating the use of the medium to this end, will, in the first instance, find himself faced with a number of objections which, at first sight, might appear to be well founded. The techniques of television are complicated and expensive, the demand for more educational programmes entails a demand for more television - and therefore for more money. Expenditure for technical investments, and for the training of skilled operatives, reaches amounts mostly exceeding the resources of the development countries, which are, in the main, in none too healthy a financial position, especially as technical investments have to be paid for in hard currencies.

This is, however, a problem that can be solved through the medium of development aid, if the richer, supplying countries attach to educational television the necessary priority on the list of their development aid projects, if the considerable expenditure in foreign currencies is met during the investment phase, and if at least a part of the operating costs can be covered for a certain period.

The Federal Government has accorded a certain priority to the mass media - in particular to radio and television - within the framework of German educational aid to the developing countries. The new development policy concept of the Federal Government says in this connection: "The following areas of educational and scientific aid are to be promoted to an increased extent: educational administration, educational planning and research, educational measures outside the traditional school system, including the use of mass media and of flexible vocational training systems, the material infrastructure of the educational system, and research oriented on practice."

In Accra, the Ghanaian capital, the Friedrich-Ebert-Stiftung, in cooperation with the Television Directorate of the Ghana Broadcasting Corporation, has rendered partnership aid in the area of educational

television. Since 1965 educational films have, in the course of what may be described as an exemplary project, been provided for Ghana Television. When the project was inaugurated it was first necessary to be quite clear about the programme concept to be implemented: "Educational Television" or "Instructional Television."

In English terminology, these two main divisions of educational television are classified in pedagogic-didactic categories, which, by reason of their classical-humanistic undertones do not fully express our terms "Education" and "Culture" or "Education" and "Training". The term "Educational Television" can therefore only be incompletely translated as "Bildungsfernsehen", whilst German has no term at all corresponding to "Instructional Television". "Educational Television" serves on the one hand as a collective term for all types of television programmes with an educational, training, and cultural character, on the other hand, and without being circumscribed by any prescribed system of formal education, the term is used to describe in a narrower sense all types of programme directed to a more or less widely dispersed adult public. "Instructional Television" in contrast, is the designation applied to the continuous and systematic provision of television programmes - mostly in the form of serial courses - as an aid to formal education. Both forms of educational television have been, and continue to be, the subject of controversy amongst experts. The dispute revolves around the question as to whether ETV or ITV is more suitable for use in the developing countries.

The problem as to whether ETV or ITV, whether Civics or First Aid courses, were more important arose in the case of the Accra Project. In agreement with Ghana Television, with adult educational institutions in the country, and the competent government departments, the Friedrich-Ebert-Stiftung reached a decision, to cover an initial phase spread over a number of years, to locate the main programme work in the vicinity of "Instructional Television." For instance, a series of 72 films were produced, in a manner resembling serial courses, presenting in a suitable television style, the whole of the teaching material contained in the UNESCO "Source Book for Science Training." Each programme lasts for 15 minutes, and contains a sector complete

in itself.

These programmes have been, and continue to be, shown in all schools of higher education in the country, which can be reached by television. The editors and producers have so arranged the project that they are suitable for showing in the early evening hours within the framework of the adult education programmes. It is true that such a mixed concept necessitates compromises in the programme arrangements, not only from the ETV, but also from the ITV angle; given the conditions of a development country such as Ghana, it represents, however, at least in the initial phases, a rational solution of the problem until such time as the personnel and production capacity is adequate for both types.

The films produced in Ghana soon aroused the interest of other African states south of the Sahara, In addition to the English versions produced in Ghana, therefore, French dubbings were produced the production of which was undertaken by the German Transcription Service TRANSTEL in Cologne. In the meantime, the natural sciences series has been broadcast in nearly all Black African States which have television, either in one of these two languages, or in an adaptation suitable for the state in question. The production project in Accra, originally intended to be bilateral only, has therefore developed into a centre whose programmes are highly valued and are broadcast at a supra-regional level.

A visitor to the Friedrich-Ebert-Stiftung television film project in Accra will at first search in vain for the German development helpers. Wherever he looks he will see Africans at work - in the cutting room, in the trick studio, in the synchronising studio, in the maintencance department. He will see the picture of a development project in its final phases, since, at the end of 1972, following 7 years of development, the whole of the technical equipment and installations will be transferred to the hands of Ghanaians. Vis a vis the 46 Ghanaian operatives, the remaining 6 Germans are performing only advisory and instructional functions.

Subject as it was to manifold difficulties, the project was launched

in 1965, in collaboration with the Ghana Broadcasting Corporation. Together with sometimes up to 28 German specialists, the production of films for broadcasting was started by Ghana Television. It was the same year in which television was first started in Ghana, and those responsible, in the government, and also for the programme production of the newly installed station, resolved to utilise television not only as an information and entertainment medium, but also to confer to it the function - and this is of great importance to their country - of an instrument of education. The request for support in the production of educational broadcasts was met by the Friedrich-Ebert-Stiftung by the installation of a complete film studio, and by the dispatch of a fully qualified team of experts.

The first major production was the filming of the UNESCO "Source Book for Science Teaching", to which reference has already been made, a natural sciences primer already widely distributed thoughout Africa. The special characteristic of this educational film is that only Africans appear in it. It was the first time that an educational film had been produced by Africans for Africans, a fact which ensured its success throughout the continent. By its use Ghanaian Television was able, in the course of its educational broadcasts, to dispense entirely with European and American films of this genre. In the frist three years alone, 118 films have been produced in the framework of the Friedrich-Ebert-Stiftung television film project.

Including some changes in the main items dealt with, a total of almost 200 films have so far been produced. Current productions mainly have a civics -oriented educational content. To give an example: In preparation for elections in Ghana, a film was produced under the title "How to register", explaining the significance of democratic elections and of electoral procedure. Films of this type make a contribution - by no means to be underestimated - to "nation building" in this young African state.

Not only by showing them in other African states, but also by the deployment of Mobile Cinema Vans in Ghana itself, the Friedrich-Ebert-Stiftung team intensified its endeavours to ensure the widest possible

distribution of the educational films. Television reception in Ghana is still confined to the capital city of Accra, to the coastal regions, and to the town of Kumasi. By the use of Mobile Cinema Vans it became possible to show the educational films in small villages, remote from the nearest broadcasting station and the electricity supply. The number of viewers is impressive: In the year 1971 alone, performances given mainly in the open attracted an attendance of some 270.000.

Prime importance in the framework of this project was devoted to the training of Ghanaian specialists, in order to ensure a smooth transfer to the hands of the partner. A Training Centre was established, in which Ghanaians were instructed as film specialists in the field of production, as camera men, in cutting, in sound and in trick films.

With the establishment of a film developing laboratory for colour and black and white films, as well as a dubbing studio, it was possible for the project to become largely independent of work carried out in the Federal Republic of Germany. On final transfer by the Friedrich-Ebert-Stiftung, the installation can be operated by the Ghanaian partner as an independent TV film producing unit.

Project for the promotion of adult education by radio and television in Latin America

Since 1967, the Institute for International Solidarity of the Konrad-Adenauer-Foundation is holding a series of seminars for technical and executive personnel for education by radio and television (Teleducación), particularly in the sector of adult education. The project aims at promoting training and further training of technical personnel for this new form of education through means of mass communication, that is radio, television and others. The project covers all Latin American countries. The project manager and the project bureau, respectively, is domiciled in Lima, Peru.

1. Project background

The project is based on the recognition that information, education and technical training as well as an improvement of social communication of the rural population and the marginal urban groups of population of the so-called "Barriadas" or "Pueblos Jóvenes" is a basic condition for the economic and social development and also for the cultural and political integration of the Latin American peoples.

The need for education, training and information is growing day by day, due to the rapid population increase; traditional systems of information and education are, therefore, not suited, despite all efforts, to solve the problem of illiteracy and of a comprehensive adult education along the lines of a "promoción popular". For this reason, efforts are being made to reduce, by employing means of mass communications, especially radio and television as media of social communication and extra-school education, the number of illiterates and to execute continuous adult education programmes. A system of radio and television schools is therefore to offer rural and urban marginal groups of population having no access to existing education and training institutions or having had only a poor education or technical training, the possibility to improve

their level of information and education in systematic education or training courses. As transistor radios are in the meantime to be encountered in the remotest villages of the Sierra and Selva and television sets are, apart from motor cars, the most important consumer goods even in the slum areas (Barriadas) around bigger cities, it is obvious that these two forms of communication be utilized, not only for educational programmes organized in the form of schools (telescuelas), but also for all other forms of extra-school, rural and urban education and training programmes.

Due to the lack of schools, teachers and teaching aids, education by radio and television (Teleducación) has gained acceptance as a new form of education in the primary and secondary school sector and also in the university sector, because a programme made by only a few teachers or professors can reach thousands of pupils via radio or television. This means that the amount of costs per pupil and school year can be reduced considerably. Further plans are to employ in the future, in addition, a special television satellite for various regions of Latin America which would enable direct television reception from the satellite at any place of the continent.

2. Project targets and results todate

At present, there are about 200 radio stations "Centros de Teleducación" transmitting exclusively cultural and educational programmes; to be added are about 35 television school centres transmitting their programmes via their own private or governmental, partly also via commercial, television stations or chains. Most institutions were established only over recent years; their number is steadily increasing; however, there is, above all, a shortage of trained specialists to produce such educational programmes. Also the financial and legal problems of these organizations which are mostly private institutions are rather important and their technical equipment very often is rather meagre. To give these institutions in all of Latin America adequate assistance is the objective of this project of an institute for international solidarity. 190 institutions in 18 Latin American countries have sent more than 600 persons

to the 15 international technical seminars that were carried through since 1967. These technical seminars as a rule take about 2 weeks for directors and 4 to 6 weeks for producers and other technical personnel (teleprofessors); they serve the direct exchange of information and also the theoretical and practical training in the field of planning, organization, programming, production and evaluation. Also problems in the pedagogical, socio-psychological, linguistic sector and questions of communication technique are being dealt with.

Government and private institutions in the various countries, Ministries and international organizations have sponsored these technical programmes, particularly through the secondment of qualified lecturers and cooperation in the field of organization.

The technical seminars are aimed furthermore at developing an adequate and efficient "media policy", meaning that mass media should be put at the service of development and social change in these countries. How can education and information chances of broad population strata be improved? What knowledge and what technical skills in the sectors of daily life, health, nutrition, work, household, family must and can be transferred to the people via mass media to serve as a basis for the necessary social and intellectual change in life and social structures, a dynamization of social change and greater socio-political integration of all groups of population?

Through these 15 technical seminars and courses and also through practical experience in the form of work visits, the Institute for International Solidarity of the Konrad-Adenauer-Foundation was able to learn more about the problems of Latin American "Teleducación". One result of this work is the foundation of the "Latin American Association for radio and television education" (Asociación Latinoamericana de Teleducación).

In addition, regional centres for research, training and production in the sector of Latin American "Teleducación" are planned or already being established in cooperation with local partner institutions.

One important result of seminar work is the seminar reports the better part of which was worked out by lecturers and participants in the seminars. These reports are sent to all participants and to the 200 partner institutions.

From June 5 to 30, 1972, a seminar is being organized in the Federal Republic of Germany by the Institute for International Solidarity for 25 directors of educational television in Latin America in cooperation with German television and the pertinent technical institutions; this seminar is held in Mainz, München, Berlin, Köln-Bonn and is to serve the exchange of information on educational technologies and social policy.

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